

Shade Has Structure

Trace how a model explanation connects a problem, its effects, and a response.

10.W.1.A.ii "Write extended pieces that: Adopt an organizational structure that clarifies relationships among ideas and concepts."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the transition words and number the paragraphs in the order the writer develops the topic. In the margin, write a 2- to 4-word label for the main job of each paragraph.

Why City Trees Matter

- ① On a July afternoon, a block with few trees can feel far hotter than a shaded park nearby. Pavement and dark roofs absorb sunlight, then release heat slowly after sunset. This creates urban heat islands, places where built surfaces make cities warmer than surrounding areas. The problem is not spread evenly. Neighborhoods with less tree cover often have more pavement and fewer cool public spaces. As heat waves become more frequent in many regions, city planners must consider how street design affects health, energy use, and daily life.
- ② First, hotter streets place strain on people who wait for buses, walk to work, or live in homes without effective cooling. High temperatures can cause dehydration and heat illness, especially for older adults, young children, and outdoor workers. Heat also changes household costs. When apartments retain warmth at night, families may run air conditioners longer, increasing electricity demand and utility bills. In addition, hotter pavement and buildings can make a neighborhood less inviting for walking or gathering. Thus, limited shade connects a design choice to physical health, financial pressure, and community activity.
- ③ To address these linked effects, several cities are expanding tree canopies where shade is scarce. A useful plan begins by mapping temperatures and existing trees, so officials can identify blocks with the greatest need. Next, planners can plant drought-tolerant species, protect young trees with regular watering, and involve residents in choosing locations. Trees are not an instant cure, since they need years to mature and must be paired with cooling centers and safe housing. However, this sequence of actions matches the problem: better information guides planting, planting creates future shade, and shade can reduce heat exposure over time.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the main job of paragraph 1 in the passage? Give one detail that supports your answer.

2 What relationship organizes the ideas in paragraph 2? Explain how the paragraph shows that relationship.

3 How does paragraph 3 organize its response to the problem? Why does this order make sense?

4 Choose two transition words or phrases from the passage. Explain what each one helps the reader understand about the relationship between ideas.

3 YOUR TURN Your own words

Choose a school or local problem. Write 150 to 180 words in three paragraphs: introduce the problem and its scope, explain at least two connected causes or effects, then present a sequenced response that includes one limitation; use at least three transitions that clarify relationships among your ideas.

PART 1 • READ AND MARK

Circle the transition words and number the paragraphs in the order the writer develops the topic. In the margin, write a 2- to 4-word label for the main job of each paragraph. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the main job of paragraph 1 in the passage? Give one detail that supports your answer.	It introduces and defines the urban heat island problem. It explains that pavement and dark roofs absorb and release heat, and that neighborhoods with less tree cover often have more pavement.
2	What relationship organizes the ideas in paragraph 2? Explain how the paragraph shows that relationship.	Paragraph 2 uses cause and effect. Hotter, less shaded streets lead to heat illness, higher air-conditioning costs, and less inviting spaces for walking or gathering.
3	How does paragraph 3 organize its response to the problem? Why does this order make sense?	It organizes the response as a sequence: map need first, then plant and care for trees, while also using other supports. Mapping helps officials choose where planting is most needed.
4	Choose two transition words or phrases from the passage. Explain what each one helps the reader understand about the relationship between ideas.	Answers vary. For example, “Next” signals the next step in a sequence, and “However” introduces a limitation to the tree-planting solution.

PART 3 • YOUR TURN (SAMPLE ANSWER)

During lunch, recycling bins near the cafeteria often contain food wrappers, liquids, and trash. Because these materials are mixed together, volunteers must sort them, and some recyclable items are thrown away. The problem also makes the lunch area look uncared for. A better system should help students decide where waste belongs before it reaches the bins. First, unclear bin labels cause quick, careless choices when students are rushing to finish lunch. As a result, bottles and paper become contaminated by food, so they may not be recycled. In addition, sorting takes time from volunteers and custodians. These effects show that the issue is not simply untidy bins. It is a process that wastes materials and labor. To improve the system, the school could place picture labels directly above each opening and set up a liquid station. Next, student leaders could demonstrate the routine and post a video online. However, labels alone will not solve the problem if bins overflow. Therefore, custodians and student leaders should review the bin locations after two weeks and adjust pickup times or placement as needed.

Accept equivalent paragraph labels and explanations that accurately identify problem development, cause and effect, sequence, addition, or limitation. For Part 3, accept varied topics if the response has three purposeful paragraphs, clear relationships among ideas, a sequenced response, a limitation, and at least three meaningful transitions.